



STRATEGIC PLAN 2010 - 2014

MISSION: To educate for excellence through academic, physical, cultural, and spiritual challenges in a caring and safe environment.

VISION: A Hadlow pupil will be literate, self-managing, self-motivated, confident, respectful, and responsible.

STRATEGIC FOCUS	Goal 1 To identify, preserve & celebrate the values & special character of the school	Goal 2 To develop & implement systems & programmes to improve pupil achievement, with emphasis on numeracy & literacy.	Goal 3 To ensure all pupils are provided with a variety of opportunities to enable them to become self-motivated & self-managing learners.	Goal 4 To develop, implement & review a school-wide programme for sport development.	Goal 5 To ensure all staff maintain a high quality of teaching practice and build sound parent/teacher relationships
2010	Understanding the values and special character of the school. Inter House competitions	Assessment review Implement National Standards Cumulative Record review Review report form Attainment Card draft	Revised Curriculum implementation School curric development Inquiry Learning dev.	Review of current programme	Communicating pupil achievement: Reports Interviews Attainment card
2011	Review the Virtues Project – its effectiveness, appropriateness, & relationship to pastoral care. Review Special Character statement	on-line PAT/STAR Special Needs Gifted & Talented Education Review National Standards reporting Identif of targets for National Standards	Inquiry Learning Opportunities outside the Classroom	Develop and implement a strategic programme	Focus on positive pedagogical practice Teaching as Inquiry
2012	Review the Special Character agreement with the Crown/Integration Agreement to ensure this informs our decisions.	Review National Standards reporting Review Attainment Card Review timetable allocation for numeracy & literacy	Pupil Engagement	Review and assess the strategic programme.	Teacher self review to inform teaching
2013	Review RE Programme, Chapel programme, and religious connections to special character.	Reporting review – oral, written. Assessment review	Pupil Voice	Consolidate a school wide approach to sport.	Electronic Reporting E-Portfolios

Goal 1: To identify, preserve, and celebrate the values and special character of the school.		
Focus	Understanding the values and special character of the school	Completed by / Comments Staff, Pupil Voice Staff completed a series of reflection/reviews to determine what was deemed to be a part of the special character and perhaps unique to the school. The points were listed and people discussed these and fed back until a definitive understanding was achieved and promulgated as <i>our understanding of the special character</i> . The parts of the special character deemed to be still important were also detailed and adapted and amended where appropriate. The inter-House competition was increased to include the poetry reading and the public speaking so individual's successes also benefited their House. The competition now includes athletics, cross-country, swimming, poetry reading, public speaking, house cultural, chess, and winter sport. The place of house jobs was reviewed and deleted. The leadership structure (primarily house leaders) was also reviewed after an issue-format was prepared. This highlighted the inadequacies of the current leadership programme by promoting leaders by their house rather than as the individual.
Target	The values and special character of the school are visible and well understood by the school community.	
Present Situation	There is confusion over what constitutes the special character of the school. There is confusion over the legal component of the Special Character (as part of the integration agreement) and the daily special character components.	
Action	<ul style="list-style-type: none"> • Review the traditional programmes, protocols, and structures of the school that form part of the special character – identify what it is that makes us unique: chapel, house structure, dining room, school-wide timetable, timetable, specialist delivery, cultural extra curricular programmes, part of Trinity, pastoral care, peer support. • Identify what aspects of the current special character are worthy of being retained. • Review the inter-House competitions to ensure that all dimensions are included. 	
Resources		Budget:

Goal 2: To develop and implement systems and programmes to improve pupil achievement, with emphasis on literacy & numeracy.		
Focus	Assessment/Self Review	Completed by / Comments The existing assessment procedure was reviewed and recommendations were actioned. The assessment programme is based on start-of-year programmes of reading running records (Y1-Y3), PAT RC, RV, & Maths (Y4-Y8), STAR (Y3-Y8) and the NUMP diagnostic interview for any new entrants at any level. A writing sample is completed in March and all the start-of-year data is analysed with this and reported to the board. The NUMP diagnostic test, writing sample, rdg running records (Y0-Y3) and STAR are completed in October to document progress & achievement, and reported to the board. Annual goals and targets for the following year are drafted at this time. Wedge graphs (for the first three years at school) are maintained. School Entry Interviews and 6 Year Nets are completed. Assessment data from different tests is now being triangulated to deepen analysis. The National Standards are being implemented and the report form has been amended (in draft form) to ensure reporting to parents is appropriate. Staff attended seminars on PAT assessment, and especially the on-line version to ensure that deeper analysis occurs at all class levels.
Target Present Situation	To standardise/formalise assessment in literacy to better focus on data and information to improve the teaching and learning practice. A perception from parents of too much assessment.	
Action	<ul style="list-style-type: none"> • Review all standardised assessment options to determine which are the most valid and worthwhile to teachers and learners: numeracy – PAT Y3-Y8, diagnostic interview Y0-Y8; literacy running records/wedge graph Y0-Y3, STAR Y3-Y8, PAT RC & RV Y4-Y8. • Review the assessment data school profile to identify needs. • Review and analyse data from different assessment forms to triangulate data analysis. • Review the Assessment Procedures document to provide guidance for teachers. • Implementation of the National Standards via the report form. • Review the report form to incorporate reporting requirements in literacy and numeracy. • Develop deeper analysis of PAT maths data to identify target groups and learning foci. 	
Resources	<ul style="list-style-type: none"> • Accent Learning numeracy advisers • National Standards seminars • NZCER seminars – PAT marking & analysis 	Budget: PD: NZCER on-line PAT seminar; self-review & national standards school-based; literacy national standards; numeracy national standards

Goal 3: To ensure all pupils are provided with a variety of opportunities to enable them to become self-motivated and self-managing.		
Focus	Implementation of the revised New Zealand Curriculum.	Completed by / Comments The introduction of the National Standards and the changes necessitated for appropriate reporting compromised the PD opportunities for the staff in the implementation of the DiSCOVER inquiry model. All PD from Accent Learning was focused on the national standards. The inquiry learning model was further developed in all classrooms with a focus on an integrated topic each term in the Y5-Y8 classes and a single focus for the year in the Y0-Y4 classes. The Y0-Y4 teachers modified the original inquiry model to better suit the needs of the age-group of the children. The numeracy lead-teachers and literacy lead-teachers led to revising and rewriting of the literacy and numeracy curriculum implementation plans as part of the development of a school curriculum addressing the NZ Curriculum vision. The parent, teacher, and pupil communities were surveyed regarding homework, and the resulting recommendations were implemented. The time-allocation for numeracy & literacy learning was reviewed, allowing greater flexibility for classroom, teachers.
Target Present Situation	To have all teachers successfully implementing the revised curriculum. To have successfully integrated the DiSCOVER inquiry learning model into integrated studies.	
Action	<ul style="list-style-type: none"> • On-going school-wide professional development in the implementation of the revised NZ curriculum. • Rewriting and revising the literacy implementation plan. • Rewriting and revising the maths implementation plan to ensure that it reflects the place of the Numeracy Project in the daily teaching programme. • Survey the parent community on the place of homework at the school. • Review the school timetable to ensure that there is adequate time allocated for daily teaching numeracy and literacy, and all other learning areas are covered with the appropriate time-commitment to ensure there is a broad curriculum. • Continue with the implementation of the DiSCOVER inquiry learning model to ensure learning is increasingly child-centred and child-initiated. 	
Resources	Accent advisers – Inquiry Learning Lead-teachers & lead-teachers’ meetings senior staff	Budget:

Goal 4: To develop, implement and review a school-wide strategic programme for sports development.		
Focus	Review the current programme/systems.	Completed by / Comments A committee made up of board members and staff was convened and met to carry out a comprehensive examination of the current sports programme, and made far-ranging recommendations. This group also questioned the number of competition houses and recommended the number be reviewed. Recommendations involving school-based activities (athletics, swimming, cross-country) were discussed by staff and submissions were presented to the committee. The sports policy was reviewed and recommendations adopted by the board. The curriculum committee is now completing a scoping exercise to determine the current situation, and what is working well and what needs further attention.
Target Present Situation	To carry out a comprehensive examination of the school's current sports programme in order to properly identify strengths and weaknesses. A perception that the school is not performing at the expected level in some codes. That the sports programme is disjointed at present.	
Action	<ul style="list-style-type: none"> • Establish a committee of board members, the sports administrator, staff and parents to review the current situation and propose recommendations for implementations for improvements. • Review the scope of sports currently delivered at the school. • Rationalise the involvement of the teams in mid-week sports competitions such as the prep-school fixtures and Masterton inter-school events. • Identify school-based codes and club-based codes. • Review the sports policy. 	
Resources	SPARC Resources Sport Wairarapa Accent Learning PE Advisers	Budget:

Goal 5: To communicate pupil achievement effectively to parents		
Focus	Communication with parents regarding pupil achievement	<p>Completed by / Comments</p> <p>The implementation of the National Standards in 2010 pre-empted the original review process. The lead-teachers, senior staff and principal were involved in PD focusing on national standards, and this group led the staff in the review of the existing report form to ensure that the school was reporting as required in reading, writing and mathematics in relation to the national standards. A draft report model was developed and this formed the reporting protocol for the mid-year reports. All pupils from Y1-Y4 were issued with a mid-year report but it has been resolved that from next year the first three years at school will have an interim and an 'at the end of' report to coincide with the individual anniversary dates.</p> <p>The parents were surveyed on the draft report form and asked to feed back on whether the format met their needs and what amendments or changes should be considered.</p> <p>The draft report model highlighted the difficulty for staff to separate the required parts of the report in relation to reporting the child's level of attainment & progress in relation to the national standards.</p>
Target	To review all parent/teacher communication to ensure all teachers are adequately keeping parents informed of their child's progress.	
Present Situation		
Action	<ul style="list-style-type: none"> • Survey parents on current systems of communicating pupils' achievement. • Development and implementation of a draft attainment card to replace the existing effort cards. • Develop a plan for the implementation of the National Standards in literacy and numeracy. • Incorporate the National Standards in the school's attainment card. • Review the report format to ensure the content addresses the parents' needs in relation to reporting on their child's level of attainment/progress. • Ensure that the report format details whether the pupils are achieving at, above, below, or well below expectations, and include in the teacher comments details regarding the current level of attainment, the measures the school has completed, the next stage that the school will develop for the learner, and what assistance can be provided at home by the parents. 	
Resources	Teachers Professional Development opportunities in National Standards Accent Learning	Budget: